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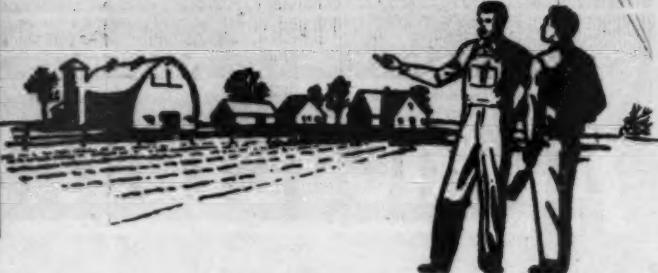


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Featuring —

Working With Out-of-School Groups

The Agricultural Education Magazine



A monthly magazine for teachers of agriculture. Managed by an editorial board chosen by the Agricultural Section of the American Vocational Association and published at cost by Interstate Printers and Publishers, Danville, Illinois.

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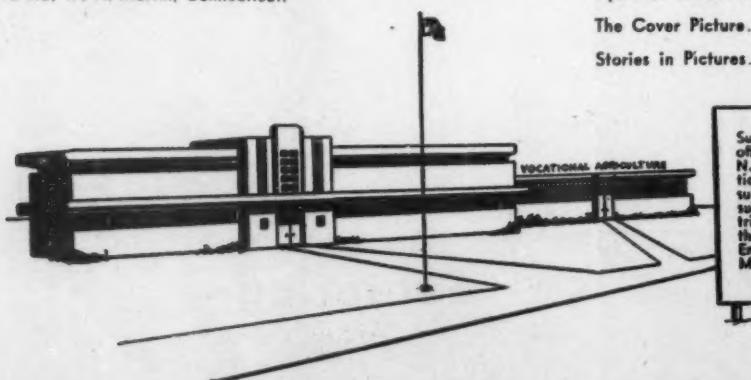
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Guest Editorial . . .

The Common Goal: Better Citizens

Is Realized Quicker and Easier When Vocational Agriculture Teachers and Business Leaders Work Together

There is a common bond between vocational agriculture teachers and businesses concerned with supplying the needs of farm families. It is to help farm families to provide for themselves a better and more satisfying standard of living.

For greatest success in attaining this goal, neither member of the team can "go it" alone. There must be a friendly and mutually satisfactory working relationship. The desirability of such a relationship has been evidenced on numerous occasions by word and deed by the teachers representing the Future Farmers of America on the one hand and by the leaders of industry on the other.

The American Way

The FFA Foundation is a case in point. It was established to provide industry and others opportunity to cooperate in promoting the FFA program in an organized way; and, too, and just as important, to encourage students working under the FFA program to look upon leaders of industry as their friends and to regard them as their associates and partners in developing a sound economy and a stable prosperity, on a mutual basis.

In the foreword of the FFA Foundation Handbook appears this significant statement: "these farm boys, by their own efforts, are preparing themselves through their FFA work for a real place in the life of America." (Italics by the author.) They ask not that something be done for them, but simply for greater opportunity to do something for themselves to become something more worth while as farmers, as community, state and national leaders, and in promoting spiritual as well as material values.

The FFA and business leaders generally have the common aim: to solve their problems themselves, by working together, and to preserve the American way under which every individual is free to develop his talents for his own greatest good with due consideration of the welfare of society.

The respect and esteem that business holds for the FFA Foundation is well evidenced by the long list of donors . . . the elite of American business. And well can business work with the FFA programs for there are some 10,000 teachers of vocational agriculture throughout the nation—around three per county, on the average; and, all told, about three-quarter million students, including in-school students, young farmers and adult farmers.

There can well be, and there usually is, mutual respect between those of the FFA and of business. The

T. K. WOLFE, Director, Volume Building Services,
Southern States Cooperative, Richmond, Va.

vocational agriculture teacher is a man of power and influence whose word enjoys respect among farm families. The students are ambitious and are determined to increase their proficiency in farming now and in the future. They are of the elite in the agricultural world. Business makes available much that is necessary for the FFA program to bring to a successful conclusion a higher standard of living for farm families. The FFA program and industry complement and supplement each other.

A Two-Way Road

In connection with developing a sound and worthwhile working relationship between vocational agriculture teachers and leaders of business, H. N. Hansucker, program specialist, agricultural education, U. S. Department of Health, Education and Welfare, Washington, D. C. states:

"1. Businessmen are definitely interested in an educational program that will improve the agriculture of the community.

"2. Businessmen are interested in all activities in programs that will help develop better leaders, particularly leaders in rural areas.

"3. Businessmen are interested in helping promote new enterprises in the local areas, especially those enterprises which have proven successful elsewhere and which are adaptable to the community.

"4. Teachers must believe firmly in their program and that it is worthy of support. Teachers need not be afraid of the 'brush off' by businessmen of their community in view of the foregoing statements.

"5. Teachers may want to begin working with key businessmen whose interests are in farming or allied to agriculture.

"6. Teachers need to be familiar with a few specific things they can do to obtain the support of local businessmen.

"7. Local businessmen need to be acquainted with a few things they can do to encourage local teachers of agriculture in the further development of the program and particularly activities that will help develop successful farmers for their community."

In creating and maintaining the proper working relationship between groups, R. C. Pebworth, of the public relations division of the Sears-Roebuck Foundation, stressed: "It is the responsibility of all of us to do all we can to produce 'citizens' first and then better farmers or better merchants or better mechanics or better business leaders."

His philosophy is in keeping with the thought expressed in this statement from the FFA Creed:

"I believe in the future of farming with a faith born not of words but of deeds—achievements won by the present and past generations of farmers; in the promise of better days through better ways, even as the better things we now enjoy have come up to us from the struggles of former years."

(Continued on Page 143)

Opinions Differ about - - -

Supervised farming activities for adult farmers

Evidence of Appropriateness and Value is presented by

GEORGE P. DEYOE, Teacher Education, University of Illinois



George P. Deyoe

farming activities? These are important questions as we seek to improve the effectiveness of instruction in adult-farmer classes.

In teaching adult-farmer classes, we have often tended to treat supervised farming as incidental. We have frequently satisfied ourselves by casual references to approved practices which might be adopted by the farmers in attendance or by brief mention of "follow-up" toward the end of the course. Instead of giving only casual attention to the potential relationships of instruction to the farming operations of the members of adult-farmer classes, a much more dynamic approach is needed. Actually, the adoption of isolated or unrelated practices in farming may be of little benefit, and many farmers readily recognize this fact. Appropriate combinations or constellations of coordinated practices need to be applied to the farming operations of the participants.

If farmers are to benefit significantly from adult-farmer classes, teachers must be familiar with types of supervised farming activities which are appropriate for a particular course. They must also use methods which are effective in securing these kinds of carry-over to the farms of the enrollees.

What Do Farmers Say?

In seeking ways to make adult-farmer instruction more functional than has frequently been the case, much can be learned by consulting farmers who have attended these classes. This was done in collecting information for a study recently completed at the University of Illinois. Initially, with the help of teacher trainers and supervisors, 32 departments were selected in which adult-farmer education was well established. In selecting these departments, special attention was given to secure situations in which there was good evidence that the carry-over of instruction to the farms of the participants was above average.*

Among other questions, the 88 farmers

interviewed in the study were asked what ideas, gained through adult-farmer classes, they had already used and what ideas they had made definite plans to use. These ideas used, or planned for future use, were readily classified into several types of changes in farming. Many farmers reported clusters of related or coordinated practices which they had already used or had planned to use, and some farmers indicated significant changes in the farm business as a whole. The classification which was derived for summarizing the activities reported by farmers is a functional one and suggests some of the kinds of supervised farming activities which may be expected in adult-farmer instruction. Obviously, the particular type or types of outcomes appropriate for a given group of farmers enrolled for instruction depend on the nature of the course being taught.

Types of Changes Made

From the 88 farmers interviewed in 32 departments, the following types of carry-over were identified:

1. Apply practices which improve the efficiency of a specific enterprise
2. Make changes in the organization and operation of the farm business
3. Apply practices in soil conservation and/or soil improvement
4. Introduce an enterprise new to the farm and use appropriate methods in developing it
5. Participate in group activities
6. Make changes in mechanical phases
7. Make changes in farming status

Items 2, 3, and 4 all involve some consideration for the broad aspects of the farm business, commonly called "farm management." However, they were listed separately because they represent categories commonly identified as such by farmers. Under item 2, the specific phases mentioned most frequently involved changes in the cropping or livestock programs (or both), starting or improving records for the farm business, and improving labor efficiency. Under item 3, many of the changes involved planning and adopting a soil improvement or soil conservation program for the entire farm, or a major portion of it, with appropriate uses of fertilizers and of mechanical practices, such as grass

*George P. Deyoe, *Supervised Farming Activities of Adult Farmers Who Were Enrolled in Classes in Selected Departments of Vocational Agriculture in Illinois*, Special bulletin, Division of Agricultural Education, College of Education, University of Illinois, 1953.



Concurrently with his attendance at adult-farmer classes in swine production, this farmer at Mahomet, Illinois, is making many changes in his hog enterprise. He is shown above with his instructor observing the spring crop of pigs on an improved rye pasture. He and other class members maintain a swine herd improvement association for keeping production records.

waterways and contours. (Where fertilizers were applied primarily to a single crop, the activity was classified as a change in a specific enterprise, and listed under the first category.)

Variations occurred among farmers with respect to the number and kinds of activities adopted or planned as the result of instruction. The following are two examples of farmers who reported more changes than typical. Both of these farmers were enrolled in courses of a continuing type.

Farmer A was enrolled for two consecutive years in a course in swine production. As the result of this instruction, he reported the following activities or practices related to the swine enterprise: joined Swine Herd Improvement Association, kept production records, selected breeding stock from tested sows, used better balanced rations, cleaned and disinfected farrowing quarters, provided rotation pastures with rye for early spring, used ladino-alfalfa mixture for pasture, installed heat lamps, provided creep for pigs, fed antibiotics. He had made plans to start using a steam cleaner.

Farmer B was enrolled for two years in a course in farm management in which emphasis was placed on farm planning and soil management. As the result of the instruction, he carried out the following: tested soil and started basic fertilizer applications, established grass waterways, introduced swine and cattle enterprises, developed a test plot to check effects of nitrogen side-dressing for corn, seeded alfalfa-brome mixture, and improved the use of labor. He had made plans to side-dress corn with nitrate fertilizer (as the result of the test plot on his farm) and to expand the livestock enterprises.

How Were Ideas Obtained by Farmers?

Each farmer interviewed was asked how he obtained the ideas he used, or planned to use, which grew out of the instructional program in which he participated. Among the 88 farmers interviewed, 76 mentioned that they secured the ideas from informal class discussions in which other farmers described the successful use of the practices. In other words, these farmers indicated that a leading source of usable ideas was the

(Continued on Page 147)

Every Vo-Ag teacher is faced with this problem—

Finding time for young farmer work

Some suggestions are offered by

C. C. SCARBOROUGH AND J. K. COGGIN, Teacher Education,
North Carolina State College



C. C. Scarborough

if he adds the young farmer group to his instructional load.

This article is concerned with the teacher's practical problem of finding the hours needed to teach effectively and to follow-up on the farms of the young farmers. The writers are among those who say young farmer work is high on the priority list for the time of the teacher; however, they are also of the opinion that some major adjustments in the work-day of the teacher is in order if the young farmer program finds its place of importance in the program of vocational agriculture in the community.

What is the Situation?

A survey made by a group of teachers seeking a solution, or at least some direction for change, of the time problem will help reveal the situation. There are twenty-seven departments represented in this self-survey by the teachers. Better than seventy-five per cent of the school day, on the average, is devoted to the instruction of all-day students. However, at least six of the twenty-seven teachers have no high school classes scheduled in the afternoon. Four additional teachers have three afternoons with no high school classes. All other teachers have from 0 to 6 "free" periods during the week in the afternoon. Some periods in the mornings are also "free" for most teachers.

The high school teaching loads vary for these teachers from 15 to 30 hours per five-day week, with a mean of 21 hours. In other words, some teachers spend twice the time teaching high school classes as others, with little relationship to the total number enrolled.

Obviously the high school program monopolizes the day. In no case were farmers enrolled in classes during the school hours. It seems that a relatively small number of teachers have the opportunity to do young farmer work without having to do it "over and above" a high school teaching load.

It is known that some teachers have a schedule more favorable for working with farmers than is indicated here. Some state programs have been revised to permit more time for teaching farm-

EVERYBODY (nearly) says teaching young farmers is part of the job of the teacher of vocational agriculture. This has also been said about FFA, the veterans program, adult farmers, and a number of other important areas in the life of the community.

Every teacher (nearly) says that teaching young farmers is part of his job. The big question is: *What Part?* Presumably the teacher was fully employed before adding the young farmers as another group to be taught. It seems reasonable to assume there must be some changes made in the teacher's work-day



J. K. Coggan

ers. However, the evidence available at present indicates that a big majority of the daylight hours of teachers of vocational agriculture generally are spent in the high school program. Since this seems to be contrary to the original intent of the Smith-Hughes law, it may be well to point out some of the *existing* reasons for this extreme emphasis upon time for the high school program.

Some of the Causes

1. The boys are readily available and are usually anxious to enroll.
2. Some teachers feel that their "first" responsibility is to the high school boys.
3. Some principals and superintendents feel little or no responsibility for education of those not regularly enrolled in high school classes. Some require one or two years of vocational agriculture for all boys.
4. Policies dealing with the amount of time scheduled for instruction give emphasis to the high school program. For example, the guide¹ used to plan and enforce compliance sets minimums of 20 and 30 hours of instruction per year for

farmers while 180 hours or more must be used for the high school boys. Even where instructional programs for both are to be scheduled, 72 hours for a farmer and 180 hours for a boy is suggested.²

5. The assumption that four separate years of vocational agriculture should always be offered for the high school boys. While this assumption may be true, there is no evidence at hand to prove it. In fact, it may be questioned because some states assume that three years is the desirable number, while some schools offer only two years.

6. The assumption that high school classes in vocational agriculture must meet five days a week.

7. Growth of the FFA program, particularly in contests. These activities not only use a considerable amount of the school day, but afternoons and evenings. Some group meetings of teachers are devoted entirely to these activities.

8. Evaluation of the local program frequently stresses the high school program, particularly the FFA program. Some teachers are conscious of check lists used for this purpose in evaluation.

There are many other factors entering into the cause of the present emphasis upon the high school program. These will suffice to point up the problem which the teacher faces in trying to find time to do an effective job of teaching young farmers.

Finding the Time

Everyone has the same amount of time. The problem is to determine how to make the best use of the 24 hours each person has. Somewhere, intentionally or not, it boils down to what is a work-day and how it will be used. The point here is not to argue for an 8-hour day nor a 40-hour week. However, it must be emphasized that each teacher sets his working day. Many studies have been made on use of teacher time. Each teacher would do well to study these, particularly

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¹"Administration of Vocational Education," Bulletin 1, Revised 1948, U. S. Office of Education, Washington.

²Ibid., p. 39.



An off-campus class of teachers of vocational agriculture discussing problems in the young farmer program. (Photo by: J. K. Coggan)

Do you have enrollment problems? If so, read - - -

Methods of securing enrollees in adult and young farmer programs

CHARLES L. DENURE, Critic Teacher, Wisconsin State College, Platteville, Wisconsin



Charles L. Denure

THREE people were seated in the agriculture room—myself and two others. Oh, you surmise, an advisory council is wrestling with some facet of the vocational agriculture program. A fine thought, and in keeping with the present day concept of advisory

councils, yet there is a discrepancy in your supposition.

The date on the calendar reads October 26, 1948, and this is it. My first adult farmer class has convened—all three of us—quite a trinity. Rather amusing, isn't it?

Six years ago, as a beginning Ag teacher, I could find nothing humorous in the situation. I had expended four years' accumulation of subject matter in preparation for this event, and I had been a traveling companion to the human emotion of "fear" for the preceding two weeks.

Was my situation unusual? Are beginning instructors in agriculture faced with the same disillusionment in regard to initiating a program of adult and young farmer instruction? According to my observations, my answer, in most cases would be an emphatic—Yes. Competition for the farmer's time hasn't decreased in recent years. Top radio stars, television, the corner tavern, the weatherman, and a heterogeneity of social functions have become almost insurmountable obstacles to a comprehensive program of evening instruction in agriculture.

During the past year I changed positions, and, included in this metamorphosis, was the problem of starting anew a program of adult and young farmer classes. I am of the opinion that no part of the program of vocational agriculture can influence an instructor's standing in a community as much as properly conducted evening instruction for the out-of-school population. Vocational agriculture in any community is founded on the confidence the populace has in the instructor and in the program. I do not wish to degrade the confidence we win by doing a good job in our all-day classes; this is paramount in our program. However, we widen our sphere of influence and enrich our working knowledge of the community through evening school contacts. In the same breath it might be well to add—a poorly planned and a poorly conducted evening school will lead to a direct regress in the instructor's position in the community.

Even though numbers are not necessarily a good criterion to measure the

success of an evening school, our programs are often measured by this yardstick. My first evening class, or if you prefer—my Trio mixture—couldn't be heralded as a success by any measuring instrument you prefer to use.

How Can We Secure a Suitable Enrollment?

This past year, I kept accurate records of the pre-planning and coercion that went into the development of three evening schools I held. Two were adult farmer schools of ten lessons each and one was a young farmer class of fifteen lessons. A tabulation of the methods employed follows:

Method	Number
a—Farm visits to prospective enrollees	43
b—Newspaper articles regarding classes	3
c—Number of papers carrying each story	3
d—Telephone calls to prospective enrollees	9
e—Radio announcements of classes	3
f—Announcements before Parent Teachers and community clubs	4
g—Letters to farmers in area	212
h—Contacts by Future Farmer members	120

In self-analysis of these data, I cannot stress too greatly the importance of on-the-farm contacts. No instructor of vocational agriculture can expect much success with an evening school by merely publicizing the meetings and then sitting back and twiddling his thumbs. I made it a practice to talk evening school on all my project visitations. Many of the boys' Dads sent me over to their neighbors. This gave me a chance to approach many of the farmers of the community. The months of June, July, and August can be critical months for evening school. If an instructor spends his time wisely during these three months, he can accomplish much of the "legwork" so necessary in conducting an evening school.

Use All-Day Pupils

Working through all-day students has always been a successful avenue of approach for me, and I think any instructor might well consider his students in attempting to initiate a program of adult instruction. Key farmers, local community leaders and other agricultural leaders can help an instructor in securing names of prospective students; however,

when students supply you with leads, you receive a better cross section of the community. You will get closer to the people that really need the instruction. I have noted that top farmers are apt to steer you only toward the farmers that are doing a good job of farming.

Perhaps you might call the following an exploitation of the Future Farmer chapter, but I find it gets results. I allow a certain number of points on my award system for each farmer that comes to an evening school through the efforts of a Future Farmer. I find that the boys have a large amount of influence on their Dads and their neighbors.

Letters of Invitation

Personal letters to farmers are a good method of securing enrollments; but don't expect miracles from the three cent stamp. I tried to determine the influence of the 212 letters I sent out by surveying each group to determine how many were influenced by the letter I sent out. Here are the results:

a—13 of the 42 in attendance at one location stated the letter influenced their coming. This amounts to 30.9%.
b—9 of the 22 in attendance at another location stated the letter influenced their attendance. This is 40.9%.
c—Of the 212 letters sent out, 10.3% of the farmers stated the letter influenced their attendance.

Summarizing the use of the U. S. mail as a method of securing enrollees, I would like to state that it is of prime importance to keep the letter personal and have it arrive along the rural route only a few days before the class is to convene.

The reader needs to recognize that the methods set forth in this article are no guarantee of success. They are merely a summary of methods used in one case. Just getting an enrollment does not make a program of adult education in agriculture; however, it is a starting point. If we are going to meet the needs of our communities with an adult program, we must start with securing an enrollment. In closing, I would like to tabulate the attendance reports for the three sessions I conducted the past year. I reiterate, these figures are no criterion of success.

a—Adult class at local high school (10 evenings)	
Total enrollment	58
Average attendance (attending 3 or more meetings)	52
Number attending 60% of meetings	38
b—Adult class at neighborhood location (10 evenings)	
Total enrollment	23
Average attendance (3 or more meetings)	20
Number attending 60% of meetings	15
c—Young farmer class at local high school (15 evenings)	
Total enrollment	25
Average attendance (3 or more meetings)	25
Number attending 60% of meetings	19

••• Merry Christmas

Teachers in Pennsylvania answer the question—**Why young and adult farmer instruction?**

A point-of-view developed and supported by the annual "Critic-teacher Workshop," the Pennsylvania State College

H. S. BRUNNER, Teacher Education, Pennsylvania State College



Henry Brunner

Twenty-five million wage earners out of about 62 millions gainfully employed in this country are working directly or indirectly in agriculture. There are 10 millions operating the farms, 9 millions processing and distributing the products of the farm, and 6 millions engaged in making goods and providing services for the workers on the land.

About 200,000 new farm operators enter farming each year in the United States. Nearly 5,000 new farm operators are needed each year in Pennsylvania. There are slightly over half this number of young men who finish the high school phase of their training in vocational agriculture in this state each year. Most of them need and want continuous training for a period of years after high school. Obviously, the large number who enter farming without having had the excellent preliminary phase of training afforded through individual supervised farming programs, class instruction, and the FFA while in high school are a definite group whom the teacher of agriculture may help to become an integral part of his continuous out-of-school work with the young men who had been former high school students.

Our Responsibility

As teachers of vocational agriculture we are committed to cooperating to the full extent of our abilities in carrying out the broad concept of the functions of the comprehensive program of the community school in its responsibilities for providing the most useful educational activities for persons of all ages. We recognize, specifically, the following areas of our work:

1. We do the best possible job in the guidance and selection of ninth grade boys who should be enrolled in our high school classes.
2. We continue to help those boys who drop out during the high school years to enter farming vocations in our communities.
3. We encourage high school students in vocational agriculture to achieve working agreements as partners in the home farm business as early as appropriate in each individual case.
4. We continue, uninterrupted, to aid other high school graduates in vocational agriculture to achieve progressively higher advancements toward establishment in farming and personal adjustment.

5. We accept responsibility for helping in the development of individual farming programs of out-of-school young men and adults who did not have vocational agriculture instruction while in high school.

6. We cooperate with adult farmers in systematic individual programs of adjustment of their farming practices to the demands of changing conditions and in the attainment of higher levels of family and community living.

In addition to the above specific responsibilities, we are also committed to help our students develop into healthy, competent, well-adjusted citizens who have the ability to think rationally, communicate effectively, and recognize and meet their responsibilities as parents and citizens.

A Proposal

In order to effect organized, efficient functioning of our local department programs of vocational training for farming, we believe that the following principles are fundamental:

1. The individual farming program needs of each student, of whatever age or degree of advancement toward establishment in farming, should form the basis of his planned program of learning experiences.

2. If there are two or more teachers of agriculture in a school system they all need to be involved in all phases of the continuous program. The head teacher usually has the greatest maturity and experience in the community and should,

therefore, assume leadership, especially in the out-of-school young and adult farmer activities.

3. Organized instruction in farm mechanics is particularly well adapted to the beginning period of out-of-school work.

4. Teachers who are regularly involved in on-farm instruction with young and adult farmers will, as a direct result, do a better job with high school classes.

5. Young men out of school urgently need and welcome assistance in bridging the gap between the in-school social environment and the achievement of participating status in adult organizations in the community.

6. Vocational agriculture teachers who have complete programs successfully in operation are effective public relations persons for the public schools.

7. All young and adult farmers with whom the teachers of vocational agriculture have on-farm, planned instructional contacts during the year are considered as part of the department program. The cumulative record folder is tangible evidence of the goals set, the practices adopted, and the results achieved.

8. Units of class instruction and Young Farmer Association activities are planned by the individuals involved. The instructor's advice, experience, and training are an important asset. The overall result is a functional approach to helping farm people work together in their common purposes which must include, along with vocational proficiency, serious consideration for development of those abilities, appreciations, interests, and attitudes that will result in individual growth and in effective participation in a democratic society. □

**Theme for January
"Improving Facilities
for Vocational
Agriculture"**



Burnice Wall, teacher of agriculture at Stamping Ground, Kentucky, (extreme right with left hand in pocket) gives on-farm instruction to his adult farmer class. In this class on pasture renovation different farm implements were used in demonstrations.

Point 4 aids Bolivian Andean rural community

A former Vo Ag teacher reports his impressions gained from working in the Point 4 program

ALVIN W. DONAHOO*



Alvin W. Donahoo

RURAL educators working in the Point IV Program are often asked, "What can you, as educators, do to aid the people in underdeveloped countries?" and "What progress, if any, do you make?" While this is no attempt to evaluate the Point IV work being carried on within a country, it is a specific example of what is being done through education in one rural area in Bolivia.

Warisata, a combination normal and elementary school, is located in a rural area on the Altiplano some 12,000 feet above sea-level. The main occupation in the area is farming, and the per capita income is less than \$50 per year. Here one finds large families, out-moded methods of farming, and low crop production. One does not find such luxuries as windows in the houses, sanitary facilities or adequate diets. In many cases through force of circumstances livestock and human beings share the same dwellings. The poverty of the community is reflected in the school in over-crowded classrooms, low-paid, poorly prepared teachers, lack of teaching materials, and school buildings in dire need of repair.

What type of educational program is needed under such conditions? To one viewing the community for the first time, it might seem that new school buildings are needed, or perhaps machines should be imported so that some of the "back-breaking" labor could be mechanized. However, the primary objective of the

Point IV program of The Institute of Inter-American Affairs is to help others to help themselves. With this as an objective, new buildings and new machines play a minor role in the education program. Nor is it enough in a country where the people are hungry and disease-ridden to teach only the three R's. To be successful the educational program must help the people to solve their daily problems, and teachers must be trained to carry out this new philosophy of education.

Teacher Training

Four or five North American educators can do little in the course of a lifetime to improve education in an underdeveloped country if these educators attempt to go from school to school teaching the new ideas. However, in a few years a small group of Point IV technicians can train many national teachers, and the result of such teaching is more apt to be permanent if the new ideas come from nationals rather than foreigners. It has been one of the main objectives of the cooperative technical assistance program in education to train more and better teachers to take the modern ideas of living to the people in the rural areas. A few years ago in the one-room rural schools surrounding the Warisata Normal School, one would have found that from 80 to 90 per cent of the teachers had little or no normal school training. At the present time 80 to 90 per cent of these teachers are normal school graduates, and within a year it is hoped that all of the teachers in the Warisata area will be graduates of the normal school. When this goal is reached it will be a new milestone in Bolivian education.

This training program has been effective. In some of these one-room schools one will find teaching that is as good as any teaching being done in the United States. The up-grading of teachers has



Agricultural students learn to use a new tool—the spading-fork.

been brought about by raising the entrance requirements to the normal school, by carrying out an intensive teacher training program, by encouraging teachers to continue their studies after leaving the normal school, and by retaining outstanding graduates at the normal school to improve the facility.

The demonstration school has been a most successful phase of the teacher training program. The demonstration school, usually under the direction of a North American demonstration teacher, is a place where normal school students can observe good teaching. Here future teachers of Bolivia can see children working in groups according to ability; they can observe teaching being done around units of work, and they can see the demonstration teacher emphasize the importance of the child rather than the subject matter—a new idea for most nationals. Normal school students also have the opportunity to do practice teaching under the watchful eye of the demonstration teacher so that they may learn to put into practice the methods that have been used.

Another important step in the training of teachers has been the sending of outstanding teachers to the United States or other countries for additional training.

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A Bolivian teacher who received advanced training in the United States under Point 4 auspices is sharing his newly acquired skills with future teachers.



Agricultural students study the effect of green manure on the soils of the Altiplano. Point 4 programs provide teachers to train other leaders.



For the first time in the lower grades, Indian students have the opportunity to develop job skills.



Children of Warisata learn to read Spanish under the guidance of a teacher trained in a Bolivian Normal School under Point 4 supervision.



Member of the Warisata community receives a penicillin inoculation at the school health center sponsored jointly by the Education and Health Field Parties.

These teachers have returned to Bolivia with a new insight into the educational problems of their country, and they are rapidly assuming the responsibility for leadership in the field of rural education.

Instructional Materials Needed

One phase of the teacher training program that must not be overlooked is the development of curriculum materials. There is a decided lack of any type of teaching material in Bolivia, and materials based on the unit of work are non-existent. As the newer methods of teaching are introduced, it is necessary to work with the teachers to develop new curriculum materials.

The day to day teaching is centered around the daily problems found in agriculture, home life, arts and crafts, and health. The graduates of the normal school of Warisata receive special training in these areas so that their teaching will be meaningful when working with their students.

Agriculture and Home Life

The normal school of Warisata has about thirty acres of land that are suitable for agricultural purposes. This land is being used to serve two purposes. First, new methods of agriculture have been

introduced to increase food production so that the students living at the school may enjoy a better diet, and as a result better health. This increased production has been brought about by establishing a soil building rotation, plowing under of green manure crops, including new crop varieties, and planting crops at the recommended time and rate. It should be noted that none of these practices is costly and all are within the reach of the people in the community.

While these improved methods of agriculture are being carried on to increase food production, the teaching of modern agriculture is also receiving attention. Students who will be future teachers receive systematic instruction in garden production, field crop production such as potatoes, oats, and barley, and in animal husbandry. The class work is closely tied in with the work being carried on at the school and at the agricultural experiment station in the community. The teaching of modern agriculture is not limited to the students but extends over into the community. Any agricultural experiment that is being carried on at the school is watched with great interest by the farmers. When it was seen, for example, that increasing the amount of seed used in planting potatoes produced greater

yields, this new idea was readily adopted.

Closely related to the agricultural work is the work being carried on by the home-life specialist. As new crops are produced they must be introduced to the students. It does little good to produce new crops for an improved diet if the people do not know their value or how to prepare such crops for the table. Through the work of the home-life specialist the students learn the appreciation of better diet and the relation of diet to the health of the individual.

Working closely with the sanitation and hygiene teachers at the school, the home-life specialist is concerned with improving the cleanliness of the school and the personal cleanliness of the students. The work of the home-life specialist also extends into the community through the help given in planning better meals, planning more adequate sanitary facilities and generally improving living conditions.

Health

A sick people cannot be productive. The community surrounding the school, like many other communities in Bolivia, has never had the good fortune to have a well-trained doctor. Outbreaks of ty-

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Community minded Indians donate labor to make adobes for building purposes.



Students learn how to operate power machinery. Most instruction seeks to improve native practices.

Your pupils may have need for knowing about - - -

In-service educational opportunities available to the inductee

ALLEN B. ROWLETT, Graduate Student, Virginia Polytechnic Institute

THE Vocational Agriculture teacher is faced continuously with the problem of losing Vocational Agriculture students and young farmers to the armed services. These students are taken out of classes. Their educational programs are interrupted. All is not lost even though many people have the general idea that when an 18 year old boy is inducted into military service his chances for continuing his education are greatly reduced. How often we hear an anxious mother say, "Now that Johnny has been inducted, I know that he will never finish college." Actually, Johnny can continue his college work (or high school work) if he has the desire and determination to do so. Whether or not he will continue his education, and the rate at which this will be accomplished, is for Johnny to decide. Further, when Johnny has spent 24 months in military service, he can continue his college or vocational training for a period of 36 months—and be paid for doing so—after he leaves the Service.

The Armed Forces have made educational opportunities available through the Information and Education (I and E) Officers of every unit regardless of where they are located. Participation in this program is entirely voluntary. Guidance is available to every service man if he requests it, but the decision as to what study, if anything, is up to the individual. The Air Force has named two of its programs "Operation Bootstrap" and "Operation Midnight Oil." These terms could be applied to most of the civilian education that is available to all service men. Each service man is given an opportunity to pull himself up by his bootstraps, but he has to burn the midnight oil and do it on his own.

Level of Program Differs

Men taking part in these educational programs begin at various levels. Whatever his present educational status, whether he has finished only the fifth grade or has a college degree, the service man can find an inexpensive way to continue his civilian education.

The Services benefit when the service man continues his civilian-type education. Experience has revealed that not only is the better educated service man generally capable of doing a better job, but that he also makes fuller use of his capabilities. He goes AWOL less frequently and, on the average, meets the enemy more effectively. The Armed Forces Education Program enables the participating service man to perform his assigned duties more efficiently and to understand the relationship of those duties to the over-all mission of the Armed Forces.

Such education helps qualify the service man for promotion. Naturally, the Services gain by having men qualified to fill positions grade by grade. The service

man is also benefited as he moves up from grade to grade.

These courses will also give the service man a better understanding of the world around him, and will aid in helping him succeed in civilian life.

Types of Courses

The types of courses that are available to the service man are as follows:

1. Correspondence and self-teaching courses from U.S.A.F.I.*
2. Correspondence Courses Direct from Universities.
3. Group Study Courses.
4. College Courses Overseas.
5. Schools Near Bases.
6. U.S.A.F.I. Testing Program.
7. Armed Forces Technical Schools.

Let us investigate how each type of course is administered and what each offers the service man.

Correspondence and Self-Teaching Courses: Through U.S.A.F.I. the service man can make his selection from over 300 correspondence and self-teaching courses on high school, technical school and college levels.

The only cost to the service man for these courses is a \$2.00 enrollment fee for his first course. With no further payment he can continue taking courses as long as he is in the service, unless he failed to complete a course for which he enrolls. If he is discharged, he can complete any course begun while he was still in the service.

Two courses are the maximum that may be taken at one time. The rate of advancement is up to the individual. If the first lesson is not submitted within six months or the course is not completed within eighteen months, the individual is dropped from enrollment.

Upon completion of the course and passing the course test, a certificate of completion is awarded. This does not necessarily mean that every high school or college will give a specified number of credit hours for completion of the course. However, the American Council on Education Commission on Accreditation of Service Experiences has made recommendations that carry considerable weight.

Correspondence Courses Direct from Universities: Through U.S.A.F.I., the Government has contracted with many colleges and universities to have them offer a total of about 6000 high school and college courses directly to the service men at a very low cost. Most service men not only are able to take any course they want, but they will also be able to take it from the college or university of their choice. The I & E Officer of the unit provides guidance, information and assistance to the service man. Tuition

or enrollment fees and text book expenses are paid by the service man. U.S.A.F.I. pays the grading and handling costs.

Group Study Courses: In addition to courses on which the individual works alone, many units offer off duty, civilian-type classes on the post, base or ship.

What is taught in these classes is determined, within broad limits, by the desires of the men and women of the organization. The general requirement is that there be at least 10 persons enrolled before a course can be offered.

Such classes may be taught by an officer or an enlisted man, but more frequently they are taught by a member of the faculty of a nearby high school or college. The availability of qualified teachers and Service funds to pay their salaries, along with the interests of the personnel of the unit, determine what courses can be offered.

The possibilities of credit at civilian schools and colleges are similar to those for correspondence or self-teaching courses.

College Courses Overseas: Three leading American Universities have extended their campuses to distant parts of the world. The University of California serves the Pacific area, the University of Maryland serves the European area, and Louisiana State University serves the Caribbean area. The service men must meet the entrance requirements of the college before they may enroll in this program.

Classes are conducted at various centers by faculty members of the participating universities. College credits are given for satisfactory completion of the courses and may be transferred to other colleges.

Schools Near the Military Installation: Many schools and colleges near military installations conduct night courses that are available to the service personnel. Each of the Services has a program under which it may pay up to 75 percent of the tuition for such courses. Of course, the individual must meet the entrance requirements of the institution. The balance of the tuition and the cost of the books must be paid by the participating service man.

U.S.A.F.I. Testing Program: Not all knowledge is locked up in a classroom and dispensed only to those who enter its "hallowed halls." Some of the best informed men in our country are largely self-educated. These learned the hard way. U.S.A.F.I. has developed tests for the service man to evaluate and get credit for his actual learning. Three testing programs are offered: the General Educational Tests (GED Tests), U.S.A.F.I. Subject Tests, and U.S.A.F.I. Educational Qualification Test "2 CX." Perhaps the most important of these is the GED Test Program.

Equivalency Tests

GED tests have proved that thousands of veterans were eligible for the equivalent of a high school diploma, and that thousands of others were eligible for college entrance. Working with civilian educators in high schools and colleges,

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*U.S.A.F.I.—United States Armed Forces Institute.

In teaching out-of-school groups, we must keep aware of - - -

Socio-economic changes affecting vocational agriculture¹

PAUL E. NYSTROM, Director of Instruction and Head, Dept. of Agr. Economics and Marketing, College of Agriculture, University of Maryland



Paul E. Nystrom

MANY profound changes are taking place in rural United States with important and far reaching effects on Vocational Agriculture. These changes are rooted deeply in history and are a part of world-wide movements.

Background of the Topic

The story of agriculture is a fascinating story of big business; from the standpoint of number of people engaged, one of the largest, if not the largest business. Millions are engaged in production of food and other millions in processing and distribution of its products.

It is a big business of managing the food supply, how it gets produced, how it gets changed into forms demanded by consumers and gets transported and made available to consumers at the desired times and places.

The history of mankind can largely be told in terms of the relation between the population and its food supply. For countless centuries the development of man was limited by his inability to acquire an assured food supply. Man lived close to the subsistence level, his advancement limited by his unproductiveness. The advancement of many peoples in the world today is limited in this manner.

In the western world and especially in America, scarcely a century ago, great discoveries of new sources of power ushered in a new age for agriculture and industry. Machine power was substituted for hand power. Men were made increasingly productive. Men obtained an assured food supply. Many men were released from the necessity of growing food and transferred into the creation of other goods and services, into factories and cities.

A commercial agriculture and a commercial industry grew up side by side. There developed an ever increasing search for newer and more productive methods, newer and more exotic products. Great concentrations of people congregated in urban areas. Extensive frontiers were reached. Growth continued toward intensive frontiers. Relative insecurity, both social and economic, resulted. Great problems arose.

Other Socio-Economic Trends

1. *Fewer and fewer people are required to produce food; more and more are required to produce other goods and services.* Many services formerly performed on farms are now performed elsewhere in the chain between producers and consumers.

This calls for more technical knowledge by those who produce on the land and by those who teach and serve them. Witness the new field of antibiotics with profound effects on animal production, especially on rates of growth. Perhaps pig hatcheries comparable to chick hatcheries are just around the corner, as a result of which hog feeders may be able to turn out fat hogs in a couple of months. Better training of those on the land and those who serve them is a must in this new age.

More understanding of processes in between production and consumption is also a must. The science of distribution as well as the science of production must become highly developed, understood and practiced.

2. *Movement of people from farms to cities.* In scarcely a century the percentage of people being on the land has changed from 85 to 15. With growing productiveness numbers of people living on farms has been reduced both in absolute and relative terms and is being further reduced.

But some people lag in such movements. These are dammed up in hopeless situations. This can be observed in the number of small farms, part-time farms, unproductive farms. This calls for creation of more opportunities for them. Part of these are in the form of part-time work; part are in the form of education of young people. Some need better training to stay on the land. Some need to be trained for other work.

Let us not decry the movement of young people from farms, lest they be frustrated in hopeless situations. What is to be decried is a non-selective migration with the less ambitious and less able remaining behind. A selective, not mass, retention on farms is to be promoted.

3. *Growing Bigness.* This is to be observed in industry, in labor, in government, in agriculture. This is to be observed on farms. Statistics conceal the true picture. There are both bigger and smaller farms developing with not much change in the mathematical average. The trend is toward fewer but larger herd sized dairy farms, larger sized poultry flocks, a larger sized multi-million dollar broiler industry.

Farms and farming are more specialized, more commercial.

Farming investments are greater; costs are greater; vulnerability to depressions, recessions, cost-price squeezes are greater. Difficulties for young people to enter the farming game are greater. There is a real challenge for Vo-Ag teachers to aid young people to get started in farming and to get competitive in business-size units of farming.

4. *Great Growth.* Agriculture, like other industry, is not static but dynamic. But growth has not come at even rates.

Two great problems emerge, achieving long run growth and minimizing short run fluctuations and insecurity. There is a yearning and groping for security. But too much security is inconsistent with growth. There must be an appropriate blending of both.

Educators and others must see more clearly the implications of these trends. Young people need a measure of security but full opportunity for growth. Agricultural policy must also be appropriately formed along both lines.

5. *Changes in Patterns of Diets and of Types of Farming.* As the Nation becomes more wealthy and its consumers better paid, trends in diets have changed away from starchy foods and cereals toward the so-called protective types of foods.

The Nation's agriculture has also changed accordingly. An animal and grassland economy is replacing a cereal economy. The world's most backward peoples still have a cereal economy.

Agricultural leaders and especially teachers need to recognize these shifts and aid both those who shift and those who lag in these shifts, and especially aid young people about to start farming, to enter an up-to-date type of farming.

6. *Inter-relations.* The world is becoming smaller as types of rapid communication become more highly developed. Isolation is no longer possible.

Likewise there is a growing inter-dependence among segments of the American economy. Agriculture, labor, industry are more inter-dependent.

Within agriculture there is a growing interdependence. Group activity is replacing that of individuals. How to get along better with one another is of growing importance. The day of the "lone wolf" is gone.

Teachers need to foster this spirit of "togetherness" and create situations in which young people train themselves better in the art of human relations and working together. A proper philosophy of human relations is called for. This comes largely out of the Golden Rule.

7. *Changes in educational techniques.* Newer educational techniques are being developed to replace those of the Horse and Buggy days. The old techniques emphasized learning the 3 R's by drill and rote—to memorize unrelated facts in the hope that some day they would be useful. Newer techniques emphasize how to solve problems.

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¹Address delivered to Vocational Agricultural Teachers' Section of the Maryland Vocational Association Spring Meeting, April 18, 1953.

Current practices among teachers for - - -

Organizing and conducting adult Farmer classes in Missouri*

Are summarized and discussed by

FEROL ROBINSON, Teacher Education, Sam Houston State Teachers College, Texas



Ferol Robinson

enrollment of 8524 students were conducted among the 248 departments which were in operation during the school year 1951-52.

Because a number of Missouri teachers have been successful in organizing and conducting classes for adult farmers it was decided to find and bring together some important facts relating to the practices being used by these teachers.

In order to achieve the foregoing purpose data were collected and analyzed pertaining to the questions noted herewith: (1) What methods have been used by Missouri teachers of vocational agriculture in organizing and conducting adult-farmer classes? (2) Which of the methods do the teachers plan to continue to use and which do they plan to discard? (3) What methods do the teachers plan to use that have not been used heretofore? (4) What differences in methods are used by teachers who are rated as being more successful as contrasted with those considered less successful in teaching vocational agriculture?

Method of Investigation

The information-blank technique was used to secure data for the study. Returns were received from 129 of the 167 teachers who conducted adult-farmer classes in 1951-52 and who planned to teach vocational agriculture in 1952-53.

Members of the State Staff for Agricultural Education then grouped the respondents as "above-average," "average," or "below-average" on their general ability as teachers of vocational agriculture.

The teachers included in the study were then grouped in three categories based upon the number of years of experience they had had in teaching vocational agriculture. These experience

categories were: (1) one through five years, (2) six through ten years, and (3) more than ten years. This classification was made to determine the experience characteristics of the "above-average," "average," and "below-average" groups.

Findings

1. Practices relating to public school personnel which the highest percentage of teachers had used and planned to use again were: (a) Explain program to the school administrators, (b) Keep superintendent and/or principal informed regarding developments in the program, and (c) coordinate the adult-farmer program activities with other school activities.

2. At least 82 per cent of the teachers had used and planned to use again certain of the practices relating to public relations namely: (a) Send postal card or letter announcement to prospective members, (b) Use local paper to describe class meetings, and (c) Use local paper to report announcements of the adult-farmer program.

3. The most common means of financing the adult-farmer programs were: (a) depend upon the school district to finance the entire program, (b) depend upon the school district to assist in financing the program, and (c) ask class members for donations for incendiaries.

4. The three most used practices in the area of program planning were: (a) Offer unit courses for various groups on basis of needs, (b) Offer unit courses rather than a series of unrelated topics, and (c) Use surveys to determine needs.

5. Practices used most frequently in organizing class groups were: (a) Recruit members by visiting fathers during farm visits to high school boys, (b) Have high school students aid in recruiting class members, and (c) Teacher visit prospective members.

6. Practices in the area of scheduling courses which were most popular were: (a) hold classes at night only, (b) hold no classes oftener than once each week, and (c) hold meetings in high school.

7. More than 75 per cent of the teachers had used the practices in the area of planning for instruction namely: (a) Confer with prospective members regarding class activities, (b) Schedule and/or prepare slide films, movies, and other teaching aids in advance of the course, and (c) Interview class members on their farms regarding the content of the course.

8. Several practices in the actual conduct of classes were popular. Among these were: (a) Use experience of class members in discussions, (b) Present facts when needed, (c) Use local data in discussions, (d) Use findings and reports of experiment stations in developing conclusions, (e) Base discussions on current problems, (f) Discuss proposed plans at the first meeting, (g) Draw problems from the groups and their experience with the problems, (h) Pass out reference material at meetings, and (i) Provide members with written summaries of meetings.

9. Practices relating to conducting on-farm instruction used most frequently by the teachers were: (a) Continue to visit class members after course for the year is completed, (b) Take helpful materials along on farm visits, (c) Make farm visits to correlate class instruction and new practices being put to use, and (d) Help locate breeding animals and seed stock.

10. The following practices were most popular in the area of social activities and special features: (a) use movies sparingly, (b) provide refreshments occasionally, and (c) provide recreational activities at infrequent intervals.

11. Practices which more than 50 per cent of the teachers had used for evaluating programs were: (a) analyze attendance, (b) use on-farm visits during the summer for evaluations, and (c) use class members to help evaluate the course.

12. Eighty per cent of the teachers served as instructors for all meetings of their adult-farmer classes. A high percentage of the teachers were planning to use specialists to teach one or more class meetings relating to technical farm problems.

Implications

1. While no attempt was made to validate the practices used in organizing and conducting adult-farmer classes, the teachers expect to continue using most of the practices, and their class enrollments seem quite persistent; therefore, it would seem in the main that the methods used have been practical.

2. Apparently there was no consistent pattern of practices used most effectively by groups of teachers who were rated by the supervisors and teacher trainers of vocational agriculture as being "above-average," "average," or "below-average" in teaching vocational agriculture.

3. Although there was no persistent pattern of practices used most effectively of the three rated groups of teachers, there was some consistency in the use of specific practices by each of the groups. It may be assumed that the particular practices may have some correlation with teacher success.

4. The data seem to indicate that several years of experience in teaching vocational agriculture is not a prerequisite to teaching adult-farmer classes successfully. □

*Based on dissertation study at University of Missouri.

Are you faced with serving boys from part-time farms?

Advisory councils have ideas about part-time farming needs —Let them assist you

HOWARD NOWELS, Vo-Ag Instructor, Logan, Ohio



Howard Nowels

those boys who will likely become full-time farmers?

The above questions were prompted by a consciousness of the increasing number of part-time farmers, both in southeastern Ohio and in the state as a whole. For example slightly over one-fifth (21.3%) of the farm operators in Ohio were working off the farm 100 days or more in 1940. In 1945 this had increased to over one-fourth (26.7%) and by 1950 almost one-third (32.3%) were so classified. Another fact which shows the magnitude of part-time farming is that only slightly over one half (50.5%) of boys enrolled in vocational agriculture in Ohio in 1951-1952 consider their dads as full-time farmers.

What person or group of persons is best qualified to answer the questions posed at the beginning of this article? It seemed to the author that since we are working with and for the local community that a local advisory council would be a logical source of help. The following points are some of those generally agreed upon by local advisory councils in three southeastern Ohio communities where vocational agriculture departments are now in operation.*

1. Boys who are interested in agriculture should have a chance to enroll in vocational agriculture and their length of enrollment should depend on their interest and ability, even if their farming opportunities are limited.

2. Boys with limited farming opportunities (most of these will be from part-time farms) need more instruction on those phases of agriculture which would be important for subsistence purposes, such as home gardening, raising of small fruits, a family poultry flock, etc.

3. FFA work should be emphasized just as much for the boys with limited opportunities as for those with good farm opportunities.

SHOULD boys whose fathers are part-time farmers and who will, in all probability, become part-time farmers themselves, be encouraged to enroll in vocational agriculture? If so, what type of training should be emphasized for them in comparison to

4. Jobs in the engineering area of agriculture are not nearly of the same importance for boys with limited opportunities as for boys with good opportunities. This was true in general also of the farm shop area but not to as high a degree.

5. Training in soil conservation was considered to be of much importance for all boys in vocational agriculture, regardless of their home status.

6. Some areas of instruction not previously included, such as "home repair and maintenance" were suggested as desirable for boys with limited farm opportunities.

7. A study of "vocations related to farming" was considered to be a worthwhile addition to the program of instruction.



Advisory Councils in Ohio say that Vo-Ag can be adapted to the needs of part-time farmers and their sons. Shop instruction plays an important part in meeting needs.

8. Considerable difference of opinion was noted in the importance given to some areas of instruction by different advisory councils, which emphasizes the need of adapting a program of vocational agriculture to the needs of a local community.

Teachers of vocational agriculture who have received this guidance from their advisory councils should be in a better position to meet the needs of their students, regardless of their farm status and also to better fit their students for rural citizenship. □

Finding time for - -

(Continued from Page 129)

those using the official U. S. Department of Labor standard of 260 days of 8 hours, or a total of 2,080 hours per year for a normal full-time work year.

A larger proportion of the working day of the teacher must be spent on the young farmer program if it finds its place of importance in the community program of vocational agriculture. If you assume an 8-hour day and 6 of these are spent with boys at school, obviously any instructional program for farmers becomes a "spare time" job.

Suggestions

The individual teacher can help solve his time problem. He will also need help through some policy changes in some areas. We offer the following suggestions:

1. Analyze present use of time during the work-day. Look at it on a basis of daily, weekly, monthly, and yearly use of time. Estimate the total of time spent in different areas of work.

2. Determine, with help of local advisory group, the most important use of time. Eliminate jobs, or place them in proper proportion of time, on basis of clearly stated objectives. Some priorities must be made.

3. Work with principal and supervisor on change—even though it be radical—of schedule for high school classes. Some schools have successfully tried major changes. For example, if high school

classes in vocational agriculture could meet for three days a week, this would offer the teacher two full week-days for farmers.

4. Combine classes where enrollment is small. Some teachers work with principals in scheduling no class with fewer than 15 boys.

5. Use a multi-teacher department set-up so as to give one or more teachers adequate time for farmers.

6. Schedule classes for young farmers at school during the school hours. This has promise for immediate help where the present schedule permits.

7. Eliminate policy requirements based upon clock hours. These might be stated in terms of desirable outcomes of an educational program. Each local community should be allowed greater freedom in determining the amount of time to be devoted to different areas of the local program.

It is strongly believed that as long as the teacher is expected to develop a young farmer program *after supper*, it will remain just that and be an imposition on the teacher's personal life. If an instructional program for young farmers is important in vocational agriculture it should become a part of the regular work-day.

It may well be that for the convenience of the farmers some of the teaching will be after supper. In any event, the total work-day should not exceed a reasonable and effective load. □

*Based on Master's Thesis, "Vocational Agriculture Program Suggestions for High School Students in Selected Departments Having a High Percentage of Students from Part-Time Farms," Ohio State University, 1952.



Ronald Richmond and James Crawford, agricultural teachers in Grand Ledge, discuss with Richard Jones and Richard Catey, high school seniors, the opportunities for continuing their education through Short Courses at Michigan State College. They also encourage the two Richards to apply for a Bank Scholarship.

Michigan bankers assist out-of-school farm youth

Through short-courses at the State College

VERNON LARSON and DONALD SHEPARD, Dept. of Short Courses, Michigan State Coll.

THE present day concept of considering one's banker as a friend and counselor certainly can most appropriately be used when discussing Michigan Bankers. Like other bankers, they have made and are making loans to help young men become established in farming. However, Michigan Bankers have initiated a program that does even more.

For some time agricultural leaders in the Michigan Bankers Association have sensed the need for more qualified farm leaders in their respective communities. They are also interested in helping the farmers of their communities to be as efficient as possible, since this means more wealth in their respective areas. Thus, in 1948 after considerable thought and planning, the Michigan Bankers Association established a Scholarship program for young men and women. These scholarships were for the purpose of helping and encouraging young farmers and prospective young farmers' wives to take short courses at Michigan State College.

The objectives of their program are as follows: (1) To assist rural-minded young folk to develop a worthwhile program of self improvement. (2) To assist in promoting proper relationships and understandings between individuals which will help them to realize the

greatest possible amount of satisfaction from life. (3) To give the student a broad view of the possibilities for production, processing, and utilization of agricultural products. (4) To provide the student with an opportunity to get information and develop skill in the fields of agriculture and home economics through practical and intensive training. (5) To provide an opportunity for developing the potential leadership capacities of students so that they may become more effective citizens of their community, their state, and their country.

Awarding the Scholarships

Two systems of awarding scholarships have been developed. Many counties having a Bankers Association appoint a committee to administer the scholarship fund. A definite number of scholarships are determined and each bank is assessed a share of the total scholarship fund.

In all other areas the awards are made by the individual banks acting in co-operation with the local agricultural leaders. Most of the scholarships amount to \$100 for one term. One bank has established a scholarship of \$125 for each of the four terms and others give varying amounts. The total cost per term for tuition, board and room, and books, will vary from \$150 to \$170.

Thus a scholarship is a substantial aid to students and encourages out-of-school youth to enroll. Approximately 247 banks are co-operating with the Michigan Bankers Association in this project.

Applicants must be interested in farming and be over 16 years of age. It is desirable that they be high school graduates. All applications must be approved by the local agricultural teacher and county agricultural agent then signed by a designated official of the bank concerned. In the case of girls the local home economics teacher and the county home demonstration agent usually make the approvals.

Class Organization

Short Courses have been continuous at Michigan State College since 1894. During this 60-year period, as in agriculture, there have been many changes. However, as in the beginning, the objectives have been to provide young farmers with as much agricultural education as possible. The emphasis has always been towards helping young men to become established in farming programs.

At the present time the main course, and the one for which the bankers are directing their scholarships, is known as the 16 months Short Course in General Agriculture. This course consists of 8 months of residence instruction and 8 months of placement training. Students are on campus for 8 weeks, November-December, and 8 weeks, January-February, for two consecutive years. Students receive their placement training between the two periods of resident instruction.

The courses are vocational and developed to give practical instruction for successful farming and rural living. The classes are very intensive and planned especially to fit the needs of this group of students, most of whom are planning to farm.

The course is directed by Michigan State College in co-operation with the Michigan State Board of Control for Vocational Education. The Short Course Staff consists of vocationally trained agricultural teachers. These men carry on a counseling program directed toward helping the students get started in farming. They also assist with the teaching of some classes. The instruction is under the direction of the various departments of the college. Thus, most of the classes are taught by the same professors who teach the regular college students.

Instruction

The classes for boys consist of courses in agricultural economics, agricultural engineering, animal husbandry, animal pathology, bacteriology, botany, communication skills, dairying, entomology, farm crops, horticulture, family relations, conservation, leadership training, landscape architecture, poultry, social recreation, soil science, and speech. A total of 144 different classes are offered to students in the program this (Continued on Page 139)

year which makes it possible for students to elect courses that are applicable to their farming situations. It is possible for a student to specialize in dairy farming, livestock farming, poultry, or fruit production.

The classes for girls consist of courses in Foods and Nutrition, Clothing, House Furnishings, Home Management, Family Relations, Consumer Buying, Social Recreation, and Leadership Training. It is of interest here to note that this program was originally started at the suggestion of the boys. They felt it would be helpful to their future farming programs if their prospective wives could have training in homemaking similar to what they were receiving in agriculture.

The Follow Up Program

The state is divided into four geographical areas with a Short Course Staff member assigned to assist the students in each area. He works with agricultural leaders and bankers in helping award the scholarship. He serves as counselor to the students when in resident training. Several individual conferences are scheduled with each student while on campus to assist him in securing the greatest possible value from the course. The representative makes a visit to nearly all of the farm homes of the students before they enroll. Here he discusses the course in all its details with the prospective student and his parents and becomes acquainted with their farming program, the farm, and the community. The calls are continued after the student has completed the course. His special job is to do everything possible to help the young farmer become established in farming or in a satisfactory job situation.

Most Students Become Farmers

Approximately 87% of the students return to farming in some capacity. The majority of the students come from farms where a partnership has already

been formed or planned. The young men and women who enroll for these courses are a selected group. They know some of the problems and want some practical, helpful solutions suggested. Most of them have decided on farming as a vocation. They are average and above average students from their respective schools. About 10% of those who enroll in short courses become acquainted with new opportunities and later enroll for the regular degree course.

Summary

There are many other values important to the student besides the agricultural education gained in class room and laboratory. The environment of a college campus provides many opportunities for the student to make personal growth. Among the major opportunities for the student are such features as the following. Students have a chance to objectively consider their status on the home farms. Each has a chance to consider and discuss his home farm relationship, size of farm business, and type of farming with men who are specialists with these problems. He lives in the dormitories with other young men who have interests like his own, since these young men come from all types and sizes of farms in Michigan and adjoining states. He not only enlarges his circle of acquaintances, but he learns a great deal from his classmates about new and proven ideas and methods that are in use on their home farms. Inspirations started in local Future Farmer Chapters have a place to continue their development. Students have the opportunity to become familiar with the one institution in Michigan best equipped through research and educational facilities to serve them as farmers. Former students know whom to contact for help with their problems. The relationships developed here are also very important to the college and do much to broaden its avenues for service.

Socio-economic changes

(Continued from Page 135)

The old 3 R's are still important but a new brand of 3 R's is developing.

The first of the new R's is *Readiness*. Young people are being trained to be ready to seize opportunities when they come. But training in subject matter and training for a job is not enough.

The second new R is *Responsibility*. With every opportunity goes responsibility. Employers are looking for well rounded young people—well trained for their job but also well trained in the art of dealing with people, in leadership not only in their profession but also in civic and citizenship responsibilities.

The third new R is *Religion*, not necessarily of the sanctimonious brand but one of high standards and ideals and ethics and moral conduct. The well trained person in the modern day must be a good person who takes his rightful place of leadership in all good things and with exemplary conduct.

Conclusion

Leaders in the teaching profession in agriculture need to be aware of and have reasonable understanding of important socio-economic trends so they can be more helpful in influencing young lives that touch theirs. A greater understanding of the meaning of such trends is to be desired. It is not enough to merely become proficient in technical agriculture. A social and economic consciousness and a moral reawakening are of the utmost importance in the growing complexity of modern life in rural America and throughout the world. □

Michigan bankers surely should be complimented for their civic interests in making this program available to out-of-school rural youth. It does much to bring farmers and their bankers closer together. □

Two Grand Ledge banks, directly across the street from each other, participate in the Michigan Bankers Short Course Scholarship Program.



Wayne F. Robinson, executive vice-president of the Grand Ledge State Bank, approves the scholarship application of Richard Catey.



Richard Jones receives his scholarship check from Ruters Alexander, president of the Loan and Deposit State Bank.

Practices for . . .

Improving instruction for farmers

A report of a survey of teachers of veterans

JAMES E. HAMILTON, Vo-Ag Instructor, Audubon, Iowa



James E. Hamilton

SECURING qualified instructors was rated as the most important method of improving classroom instruction by the veterans enrolled in Institutional-on-farm training in eleven states of the Central Region. The responses of 3300 veterans enrolled in institutional-on-farm training in this Region were used in making an investigation of the implications for improving educational programs for farmers.¹

The sample for the study was obtained by interviewing the members of 50 classes of veterans in each of the eleven participating states in the central region. Three-hundred completed schedules were drawn from each state for the final tabulations. The questions called for the opinions of the veterans concerning the importance of each practice by marking one of four columns, namely: much, some, none or uncertain. The first 14 questions dealt with improving classroom instruction while the last six questions were concerned with improving on-farm instruction. The questions were as follows:

1. From your experiences with the institutional on-farm training program, of what importance are these items in improving classroom instruction?

	Much	Some	None	Uncertain
(a) Supervised study in the classroom.....	{ }	{ }	{ }	{ }
(b) Home study.....	{ }	{ }	{ }	{ }
(c) Secure qualified instructor.....	{ }	{ }	{ }	{ }
(d) Secure recent books, farm magazines and bulletins.....	()	()	()	()
(e) Give time to individual farm problems of students.....	{ }	{ }	{ }	{ }
(f) Use movies, slides and other visual aids.....	{ }	{ }	{ }	{ }
(g) Bring in specialists.....	{ }	{ }	{ }	{ }
(h) Connect problems to actual farming situations of students.....	{ }	{ }	{ }	{ }
(i) Use local information.....	{ }	{ }	{ }	{ }
(j) Farm visits by instructor.....	{ }	{ }	{ }	{ }
(k) Use notebooks.....	{ }	{ }	{ }	{ }
(l) Set up goals for each practice.....	{ }	{ }	{ }	{ }
(m) Change teaching methods from time to time.....	{ }	{ }	{ }	{ }
(n) Have active participation by all students.....	{ }	{ }	{ }	{ }

2. What emphasis should be given the following in on-farm instruction?

	Much	Some	None	Uncertain
(a) Supervised record keeping and analysis.....	{ }	{ }	{ }	{ }
(b) Follow-up of class instruction.....	{ }	{ }	{ }	{ }
(c) Social visit.....	{ }	{ }	{ }	{ }
(d) Getting acquainted with farm situation.....	{ }	{ }	{ }	{ }
(e) Demonstrating practices.....	{ }	{ }	{ }	{ }
(f) Supervising home study.....	{ }	{ }	{ }	{ }

practice in a state, the greater the importance of the practice as rated by respondents in improving classroom instruction. Iowa had the highest mean score, 1.82, while Kentucky and Ohio

had the lowest mean score, 1.73, for the practice of securing qualified instructors. The practice, *home study*, received the lowest rating. Fifty percent of the high mean scores were from Kentucky (7 out of 14) and four or 28.5 percent were from Iowa.

The mean scores for these same 14 practices were computed and compared according to the length of time the veterans had been in training. The practice of securing qualified instructors received

TABLE I. Importance of Certain Practices in Improving Classroom Instruction By States.

Practices	Ind.	Ia.	Kan.	Ky.	Mich.	Minn.	Mo.	Nebr.	N. D.	Ohio	Wis.
1. Supervised study in the classroom.....	1.22	1.21	1.18	1.50	1.30	1.28	1.39	1.32	1.34	1.15	1.31
2. Home study.....	.99	1.01	1.03	1.32	1.01	1.08	1.14	1.02	1.08	1.04	1.12
3. Secure qualified instructors.....	1.80	1.82	1.75	1.73	1.79	1.78	1.75	1.82	1.79	1.73	1.77
4. Secure recent books, bulletins and farm magazines.....	1.73	1.80	1.65	1.68	1.72	1.72	1.74	1.76	1.76	1.74	1.72
5. Give time to individual farm problems of the student.....	1.61	1.68	1.58	1.63	1.59	1.58	1.75	1.62	1.54	1.60	1.61
6. Use movies, slides and other visual aids.....	1.66	1.68	1.67	1.58	1.69	1.69	1.71	1.67	1.68	1.52	1.53
7. Bring in specialists.....	1.57	1.59	1.59	1.59	1.69	1.65	1.50	1.60	1.62	1.64	1.65
8. Connect problems to actual farming situations of students.....	1.65	1.69	1.64	1.58	1.64	1.68	1.63	1.63	1.65	1.66	1.65
9. Use local information.....	1.47	1.45	1.49	1.39	1.48	1.48	1.44	1.43	1.48	1.49	1.40
10. Farm visits by the instructor.....	1.52	1.46	1.52	1.67	1.58	1.42	1.51	1.44	1.44	1.45	1.43
11. Use notebooks.....	1.23	1.18	1.28	1.36	1.19	1.18	1.28	1.31	1.21	1.14	1.20
12. Set up goals for each practice.....	1.10	1.08	1.29	1.55	1.14	1.18	1.39	1.20	1.23	1.26	1.18
13. Change teaching method from time to time.....	1.16	1.08	1.17	1.27	1.20	1.08	1.15	1.19	1.10	1.11	1.11
14. Have active participation by all students.....	1.51	1.56	1.54	1.70	1.55	1.49	1.53	1.66	1.55	1.59	1.57

The mean scores were obtained by assigning numerical values to the responses as follows: *Much* equals 2, *Some* equals 1, *None* equals 0. The higher the mean score reported for a

the highest mean score, 1.82. *Home study* again received the lowest mean score, 1.04. The two groups of veterans with more than 25 months of time in training received nine of the highest mean scores for the 14 practices. Three of the practices were rated uniformly higher as the length of time the veterans were in training increased. This finding may indicate that the veterans were able to make better use of these three practices as their training increased. The longer the veterans were in training the lower they rated the practice of farm visits by the instructors as a means of improving classroom instruction in future educational programs for farmers. This observation may indicate that the veterans had received more valuable helps from their instructor in the first six months of their training. The mean scores for the practices as computed by length of time in training were more uniform than when the mean scores were computed according to states. Table II summarizes the responses of the veterans as classified by different lengths of time in training.

The following practices for improving classroom instruction are listed in the order of rank of mean scores in the median state. The number in parentheses following the practice is the ranking of mean scores in the median time in training group.

- Secure qualified instructors..... (1)
- Secure recent books, bulletins

(Continued on Page 141)

¹Hamilton, James E. Implications for Adult Education in Agriculture from Responses of Participants in the Veterans Training Program in Central Region: V. Methods of Improving Instruction. Unpublished M.S. Thesis, Iowa State College Library, Ames, Iowa, 1953.

This program began through—

Organization for adult groups

F. W. WOOD, Vo-Ag Instructor, Kinston, Alabama

"Farmers just won't attend meetings in Kinston," was a statement made to me when I came to Kinston as Vocational Agriculture teacher. With this in mind, the job of organizing an adult class in Kinston was avoided until I could get better acquainted and until an idea could be worked out that would "bring them in." Adult classes were held in various communities near here for about three years.

During this time the needs of this small town were analyzed and were found to be many. There were no street lights. Tin cans and trash were strewn everywhere. The almost abandoned city hall could hardly be found for the weeds. Like many communities in Alabama, Kinston had no doctor, pharmacy, bank, or picture show. Recreation other than what the school offered was very limited. There was no cotton gin and almost no markets for farm products. Only two telephones (with poor service) were in operation.

With so many vacant store buildings along main street the place had taken on a ghost town appearance. The streets were noted for the size and permanence of their mud holes. The worst thing about it was that only a few people realized how bad off the town really was and none of them seemed to know how to go about making improvements. This situation presented a real challenge.

It wasn't that the town lacked for organized groups as thirteen were in existence here at that time; yet, acting independently they could not make much headway.

It seemed that if the efforts of all the community groups could be coordinated we would be on the right track.

The Community Organizes

At this time I began to talk to some of the leading citizens about the needs of the town. The idea of a united effort was presented and the plan for a community council was discussed. A meeting was called after all organized groups were asked to send representatives. At this meeting the Kinston community council was organized and officers elected.

The first project undertaken by the council was "Kinston Beautification Week." During this clean-up campaign the response was gratifying and the town was relieved of over 30 loads of cans and trash.

At the next meeting a 10-point Community Improvement Program was worked out. Committees were appointed to carry out various phases of the program which included Religion, Health, Education, Recreation, Industry, Government, Agriculture, Beautification, Roads and Streets, and Business. Numer-

ous projects have been carried out by these committees to make Kinston a better place in which to live.

Since attendance was good, outstanding guest speakers were secured, movies were shown, and local people were given a chance to develop as leaders.

To finance community projects, each organization that belongs to the council pays into the treasury an amount mutually agreed upon. No individual dues are collected from members. Council meetings are held once a month with one of the committees responsible for the program. Each organization in the council takes turns serving refreshments at meetings.

Farmers Become Interested

Farmers attended these meetings regularly when the subject or problem discussed was of practical value to them. Securing paved roads, dial telephones, electrical power, and a new type cotton gin for the community were problems of special interest to farmers. Meetings dealing with pasture and livestock improvement, home beautification, and securing markets for farm products were well attended.

Farmers or part-time farmers who carried out improved practices and who attended these meetings were enrolled as adult class members. □

Improving instruction - -

(Continued from Page 140)

and farm magazines..... (2)
 3. Use movies, slides and other visual aids..... (5)
 4. Connect problems to actual farming situations of students.. (3)
 5. Give time to individual farm problems of the students..... (6) □

TABLE II. Importance of Certain Practices in Improving Classroom Instruction By Time in Training.

Months in training	6 mo. or less	7 mo. to 12 mo.	13 mo. to 24 mo.	25 mo. to 36 mo.	36 mo. or over
1. Supervised study in classroom	1.32	1.29	1.30	1.29	1.28
2. Home study	1.13	1.08	1.05	1.10	1.04
3. Secure qualified instructors	1.75	1.75	1.79	1.82	1.79
4. Secure recent books, bulletins and farm magazines	1.66	1.72	1.74	1.76	1.77
5. Give time to individual farm problems of student	1.59	1.55	1.60	1.64	1.60
6. Use movies, slides and other visual aids	1.58	1.60	1.67	1.64	1.62
7. Bring in specialists	1.51	1.55	1.65	1.66	1.63
8. Connect problems to actual farming situations of students	1.62	1.65	1.65	1.68	1.63
9. Use local information	1.46	1.42	1.46	1.47	1.48
10. Farm visits by the instructor	1.52	1.48	1.51	1.51	1.45
11. Use notebooks	1.22	1.25	1.22	1.19	1.23
12. Set up goals for each practice	1.16	1.21	1.26	1.28	1.30
13. Change teaching methods from time to time	1.06	1.10	1.17	1.18	1.15
14. Have active participation by all students	1.54	1.56	1.57	1.58	1.58



A meeting of the officers and committee chairmen of the Kinston Community Council with the Vo-Ag teacher, Mr. F. W. Wood.

6. Bring in specialists..... (4)
7. Have active participation by all students (7)
8. Use local information..... (9)
9. Farm visits by the instructor.... (8)
10. Supervised study in the classroom (10)
11. Use notebooks..... (11)
12. Set up goals for each practice.... (11)
13. Change teaching methods from time to time..... (13)
14. Home study..... (14)

The ranking of the six practices in the order of importance for improving on-farm instruction by states is listed below. The ranking according to the veterans as classified by time in training is shown by the number in parentheses to the right to the practice. These rankings are on the basis of the median mean score by time in training.

1. Demonstrating practices..... (1)
2. Getting acquainted with farm situation (1)
3. Supervise record keeping and analysis (3)
4. Follow-up class instruction..... (4)
5. Social visit..... (5)
6. Supervising home study..... (6)

The implications are that school authorities or those responsible for hiring instructors for farmer training programs should secure only qualified instructors. It is further implied that vocational agriculture and veterans instructors should use the practices listed above that were of the greatest value in their future educational programs to improve their programs. □

How well does your program reflect . . .

Keeping abreast of changes in agriculture

R. E. NAUGHER, Program Specialist, U. S. Office of Education



R. E. Naugher

WHEN funds were provided for developing a program of vocational education in 1917, the foundation was laid for beginning a program that has meant a great deal to thousands of people in helping them to improve their standards of living and in helping make this a stronger Nation. Generally speaking, this program is now administered by a new group of leaders. These new leaders have been provided with local, State, and Federal funds far exceeding the fondest hopes of the early administrators of the program. They have the benefit of the experiences of the men who developed and guided the program through its infancy. With the benefit of these experiences and additional funds, there is no reason why continued progress should not be made in the further development of the program.

The entire economy in this Country has changed since the program was initiated. However, the philosophy of some present-day educators has not kept pace with these changes. They say that if vocational agriculture is good for the farm boys, it is good for all boys in school. It is good to know that the program is popular, but it is impossible to accomplish the vocational objectives, especially that of "training for useful employment," with that kind of philosophy.

Farming is developing rapidly into a highly competitive industry and one must recognize that:

1. It is impossible for the incompetent farmer to survive under competitive conditions.

2. Agricultural workers face an increasing need of greater skill.

3. The farmer is changing toward specialization with two or three enterprises from which he secures most of his income.

4. The farmer has increasing difficulty in adjusting his products to market demands.

5. There is a greater need for the exercise of managerial responsibilities.

6. The farmer faces geographical shifts in production areas.

7. The farmer is greatly affected by rapid changes in the general price level.

These facts should be of enough concern and significance to workers in agricultural education to keep them alert

to the need for making the vocational agriculture program an effective tool in helping farmers become more proficient.

Significant Trends

A number of trends have taken place since the beginning of the vocational agriculture program that are significant in planning an effective program to meet current needs. Among the significant trends, are the following:

1. Since the peak of farm population in 1916, the trend of the number of

except during the four war years, 1942-1945, inclusive. Enrollment by types of classes for the United States and by States in the Southern Region for fiscal year 1952 is given in Table 2. Apparently, more emphasis has been placed on enrolling boys in all-day classes in agriculture with less emphasis on reaching young and adult-farmers in organized instruction. Criteria should be developed to aid teachers in making a more sensible selection of students for all-day classes in agriculture. Unless this is done, the very foundation on which the program was founded will be undermined.

3. Farms are becoming more and more mechanized. When the program was put into operation in 1918, work animals (26,723,000 the peak year) provided practically all the power for operating field machines and for hauling farm products to the market. Now,

TABLE 1. Trend in Farm Population, Southern Region, 1920-1950

State	1920	1930	1940	1950
Alabama	1,336 ^a	1,329 ^a	1,332 ^a	966 ^a
Arkansas	1,147	1,109	1,102	805
Georgia	1,685	1,410	1,360	967
Florida	282	278	303	238
Louisiana	786	822	846	571
Mississippi	1,270	1,351	1,391	1,100
North Carolina	1,501	1,591	1,650	1,381
Oklahoma	1,017	1,014	921	555
South Carolina	1,075	911	911	704
Tennessee	1,272	1,205	1,265	1,021
Texas	1,278	2,330	2,139	1,304
Virginia	1,065	945	981	735
Regional Total	14,714	14,295	14,201	10,347
National Total	31,556	29,447	29,047	24,335
Regional Percent	46.5	48.5	48.8	44.2

^a 000 omitted.

persons living on farms generally has been downward. The trend which has been taking place on the National level has been developing at even a more rapid rate in many of the Southern States (Table 1.)

2. In spite of this steady downward trend of farm population, enrollment in all-day classes has been going steadily upward. The trend has been upward every year since the program started,

practically all the hauling of produce away from the farms is done by machine power, and tractors supply 80 percent, or more, of the power for operating farm equipment. Reduction in horse and mule numbers has been under way since 1918 and especially marked in recent years, with approximately 6,293,000 reported in 1952. From 1941 to 1952, tractor numbers increased by about 150 percent. During the same

TABLE 2. Enrollment in Vocational Agriculture By Types of Classes for the United States and By States in Southern Region for 1951-52.

	Total	Adult Farmer	Young Farmer	All-Day	Day Unit
UNITED STATES.....	746,402	271,160	48,460	422,282	4,500
SOUTHERN REGION	446,164	187,075	33,541	221,373	4,175
Alabama.....	24,075	10,565	—	13,509	
Arkansas.....	29,644	12,503	1,765	15,376	
Florida.....	12,234	1,113	233	10,636	252
Georgia.....	57,619	31,627	1,617	20,452	3,923
Louisiana.....	24,442	8,349	3,506	12,567	
Mississippi.....	43,454	29,764	357	13,333	
N. Carolina.....	41,651	7,351	5,949	28,351	
Oklahoma.....	27,658	8,949	4,463	14,246	
Puerto Rico.....	7,639	334	263	7,042	
S. Carolina.....	57,557	37,526	8,418	11,613	
Tennessee.....	30,874	7,096	—	23,778	
Texas.....	71,671	26,713	4,164	40,794	
Virginia.....	17,589	5,185	2,762	9,642	
Virgin Isles.....	78	—	44	34	

period, the number of trucks on farms increased about 120 percent, milking machines about 225 percent, grain combines about 300 percent, and corn pickers about 400 percent. Taking into consideration changes in numbers of all kinds of machines, as well as horses and mules, it appears that farmers this year will have about 60 percent (B.A.E. estimate) more farm power and machinery than in 1941.

4. Along with the trend for more machinery on farms, electricity has come into the picture as another labor-saving factor. More than 84 percent of all farms in the United States now have electric service from central station sources. Approximately 78 percent of the farms in the Southern States now have electricity, while in 1935, only 11 percent had this service.

These facts should cause a re-evaluation to be made of the farm mechanics program. If the farm mechanics phase of the program in vocational agriculture is to keep pace with changes taking place on farms, it must be developed and adjusted to meet the needs of the boys and farmers in the community. The in-service training program that has been given in the area of farm mechanics has been of untold value, but this phase of the program needs further expansion and improvement.

5. There has been an increase of 1,625,000, or 22.8 percent, in the number of dairy cows and heifers on farms in the Southern Region from 1920 to 1952. This compares with a National

increase of 18.6 percent in the number of dairy animals. During the same period, other cattle and calves in the Southern Region increased 31.7 percent, compared with an increase of 29.1 percent for the Nation as a whole.

Increase in Farm Out-put

Probably as many significant changes have taken place in the technology of producing crops and livestock as have taken place in the area of farm power and machinery. The accompanying chart (Chart 1) shows trends in population, cropland and farm output in the United States. This increased farm output is a result of "know-how" brought about by research. You will note the bottom line on population goes back to 1820 when we had 9.6 million people. Population increased steadily up to the present time when it is estimated that we have 159 million people in the United States. We had 188 million acres of cropland in 1880, the first year in which records were kept on cropland. The cropland increased steadily until 1920, where it then leveled off the last 30 years. Approximately 408 million acres were in cropland in 1950.

The third line represents the crop output index, and that is based on 1935-39 equaling 100. We start back in 1870 with a farm output on that basis of 30 percent of 1935-39 with a rather marked and steady increase up to 1950 reaching 138 percent of the base period. If you compare the three lines together it is evident that up to about 1920 we provided the food and fiber and other

agricultural products for our increasing population largely by bringing in new cropland.

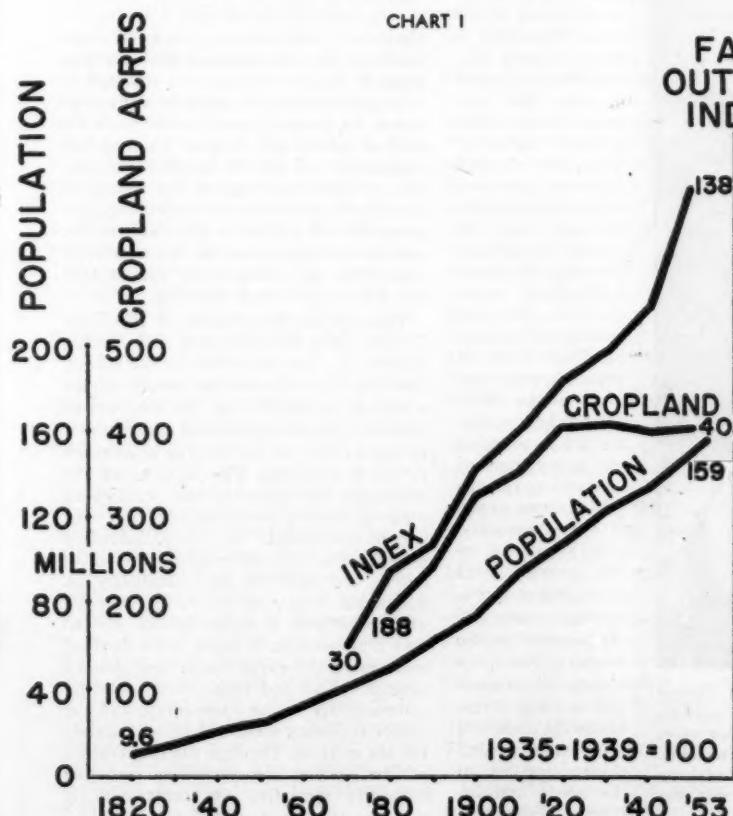
There was a rather parallel development of new cropland with population. Total farm output kept pace also. But then, starting in 1920 with the cropland leveling off, there was nevertheless a steady increase in total farm output. A part of this increase was brought about by the release of millions of acres of land which formerly were used to produce feed for horses and mules. However, much of the increase in production has come through improved technology in producing crops and livestock, such as the development of new varieties of crops, use and placement of fertilizers, soil and water conservation practices, development and use of insecticides, and development and use of antibiotics. Workers in agricultural education can at least assume some of the credit for getting farmers to apply these new practices.

In-service Training Needed

All of the trends referred to, as well as others that have occurred, should serve as a "prod" in calling attention to the need for keeping up to date in the area of technical agriculture. Supervisors and teacher trainers need to work as a team in planning an in-service training program that would help to keep the teacher up-to-date with the technological changes taking place in agriculture, keeping in mind that the teacher cannot be out of the community for extended periods during the summer months to receive this training without materially weakening the program.

During the time the vocational agriculture program has been in operation, farmers have made many adjustments on their farms. During this period soil types and crop adaptations have been determined, new farm machinery made available, weather conditions charted, insecticides and plant foods developed, and experimental field stations set up in different areas of all the States. New experimental data will be released at even a more rapid rate in the future.

Vocational agriculture teachers, through necessity, will have to be more alert in the future about what to teach. They must realize that changes are taking place and that a constant adjustment in what they include in the "long-time community agricultural program" will be necessary. □



EDITORIALS - -

(Continued from Page 127)

A Common Goal

By working together on a sound basis not only are business leaders and vocational agriculture teachers benefited, but everyone, including farm families, for the aim of the relationship is a better and more satisfying standard of living for people on the farm. □

Your success may depend upon your procedure of—

Planning the program of instruction for adults

W. F. RASBERRY, Vo-Ag Instructor, Flora, Alabama



W. F. Rasberry

farmer program.

Could these and many other problems regarding the adult farmer program be caused by the lack of planning by the teacher of agriculture? Could they be the results of using subjects too many farmers aren't interested in? Could they be caused by the methods used in presenting the lessons? Would they be caused by the fact that the meeting night conflicts with other community activities? Are the meetings democratic? Does the tenant farmer

HOW can we get farmers to attend adult classes? Why did I have a good sized class last week and only three members last night at our adult farmer meeting? These questions are often heard by teachers of agriculture while trying to carry on a creditable adult

feel that he has a part in the meetings? Are the meetings adapted to the interests of farmers of all age groups? Do the farmers feel welcome at your meetings? Do farmers have a part in determining the lessons or jobs to be presented? How can I get the farmers to carry the lessons to the doing stage? How should I get farmers to set up the objectives for the class? Who does the planning for the group? Am I using instruction that appeals to the individual?

Many of these questions will have to be answered before a successful adult program has been concluded for the year. The answers to these questions in one community are likely to be different from the answers to the same questions in another. The most effective way of carrying on an adult meeting would be the one that would get the best results and would vary from place to place.

Interest and Needs Must Be Known

To determine the procedure to get the best work done the teacher of agriculture will have to know the interests and needs of the farmers in the area.

Then, how is he to secure this information needed to plan his program of instruction for adult farmers? First, he should visit and get well acquainted with the farmer and his farm program. Second, the other agricultural agencies in the area should be contacted. Their ideas of the interests and needs of the farmers can be a valuable aid in working out a program of instruction for the adult farmer group in the community. The assistance of this group should also be used in presenting some of the lessons to the farmers. Third, the commercial companies serving farmers in the area will give much needed information as to the needs and interests of the com-

munity. This group would include fertilizer or machinery dealers, bankers, and other business men. And fourth, the advisory council or committee should collect additional information and assist in setting up the instructional program for adults in the community. The place of meeting, opening date, time of meetings, and the first few lessons may be planned with the help of the council.

Problems Chosen by Farmers

At the first meeting, which should be well planned and advertised, the teacher of agriculture may desire more definite information in selecting a theme for the course and the jobs the group would prefer to have presented at its meetings. One way to make the selection of jobs is to hand out a list of prospective problems, taken from visits to the farms, and have each farmer check the ones he would like to have discussed. From this list a suitable program of job lessons can be selected according to the wishes of the group.

An active program committee should be selected to aid the teacher of agriculture while working out the ways and means of presenting the lessons. A timely calendar of programs can be worked out and the persons selected to present each lesson can be contacted.

When the instructional program has been based upon the needs, interests and desires of a majority of the farmers in the community we have had successful adult classes. □

Point 4 aids - -

(Continued from Page 133)

phoid and other diseases formerly were common. Since it appeared that any program in the community was doomed to failure unless health facilities were provided, the cooperation of agencies in the field of health was sought. Through the cooperation of the Rockefeller Foundation, a delousing program was started in the school. However, the delousing program did not stop with the children, but was carried over into the homes of the community and soon every person near the school had been deloused.

Through the cooperation of the Point IV Divisions of Education and Health, a sanitarian was provided for the school. For the first time in the history of the school it is possible for the students to have a modicum of medical care without having to ride for hours in an open truck to reach a doctor. The services of the sanitarian, the same as the services of other education specialists, are not limited to the school. The school infirmary provides first aid and some medical service to members of the community. A doctor has been provided by the Division of Health with a mobile health unit so that it is possible to bring some medical services to the rural home. Inoculations against typhoid and typhus are becoming commonplace in the community, and the doctor is finding more and more demands for his services. Through the cooperation of the doctor, the sanitarian and the home-life specialist, the community is

(Continued on Page 145)



Leonard Kunzman, vocational agricultural instructor at the Central Point, Oregon high school, presides over his adult farmer evening class in the agriculture class room. Seventy farmers and a few wives are enrolled in the class for an intensive study of soils and fertilizers. Kunzman, who organized the class with the help of his advisory committee, relies on others in the area to assist him with the instruction.

Point 4 aids - -

(Continued from Page 144)

becoming a more healthful place in which to live.

Arts and Crafts

In the community one finds the crafts of weaving, basket making, and pottery being carried on much as it was in the days of the *Inca*. It has been a part of the educational program to encourage this work both in the school and in the home. Some basic tools and equipment have been added to the school shops so that it will be possible to turn out greater quantities of these products. It is hoped that these products will become an additional source of revenue for the community.

In addition to these ancient crafts, courses in carpentry and mechanics have been added to the school curriculum. From these courses it is hoped will come students trained in skills that are badly needed if the community is to have better housing, a needed water supply or an irrigation system. The shops at the school are not modern by the standards in the United States since power tools have been held to a minimum. However, certain basic power tools have been provided. In addition to providing a means to train students to operate machines, it is hoped that this equipment will also aid the people of the community to turn out window frames and doors as they attempt to improve their homes.

Model Home

An interesting community activity that is now in the process of being developed is the model home. This model is to be built by the school and will be of a type that will be well within the reach of most families in the community. Once the home is completed selected families will have an opportunity to live in the house for a period of time. While the family is living in the house, the doctor, home-life specialist and other technicians will work with the family to develop better living habits. For example, the family will be shown the benefits of keeping livestock separate from the family living quarters, or they will be shown the benefits of using sanitary facilities. This project has created a vast amount of community interest, and as a result of this proposed project there have been requests for aid in improving other homes in the community.

It should not be taken from what has been said that those working in this program have no problems, that everything goes according to plan. The problems are many and varied, and progress is slow. The work of helping people to identify their problems and to work toward a solution of them is a process that cannot be hurried. However, to those who work in the program it is possible to see that progress is being made. It is possible to see new ideas planted in the minds of the young people of Bolivia and to watch these ideas grow. Desires for the better things of life are being created, and as the people learn to help themselves these new desires will be realized. The guiding principle of the program, in fact, is to help the Bolivians to do a good job for themselves, not for U. S. technicians to do the job for them. □

New Members of the Magazine Family

Jack Ruch



Ernest L. DeAlton

JACK RUCH, Teacher Trainer, College of Education, University of Wyoming, has been chosen to fill out the unexpired term of R. W. Canada as Special Representative for the Western Region on the Editing-Managing Board of the *Magazine*. He also assumes the position of chairman of the Board for the year ending June 30, 1954. Mr. Ruch has been Teacher Trainer in Agricultural Education in Wyoming since 1946.

He was reared on a Wyoming cattle ranch and was graduated from the University of Wyoming in 1929. He served as a teacher of vocational agriculture for twelve years in Wyoming before becoming State Supervisor, a position he held from 1941 to 1946. He served as president of the Wyoming Agricultural Teachers' Association in 1938, and is a member of Alpha Zeta, Phi Delta Kappa and Alpha Tau Alpha fraternities. Currently he is a Pacific Regional representative on the National Study Committee on FFA activities.

In-service educational - -

(Continued from Page 134)

U.S.A.F.I. has developed these tests so that it was possible for civilian institutions to give high school diplomas and college entrance on the basis of the knowledge shown to be possessed.

The service man who has not completed high school may take the high school GED tests. These tests cover five fields: Correctness and effectiveness of expression, interpretation of reading materials in the social studies, interpretation of reading materials in the natural sciences, interpretation of reading materials in literature, and general mathematics ability. Evidence of the service man's educational status as shown by the GED tests is acceptable in most civilian institutions and by employers. It is acceptable in qualifying the service man educationally for military ratings and appointments requiring the attainment of a certain educational level.

The U.S.A.F.I. college tests cover the same fields as the high school tests except that the test of mathematical ability is omitted. (Tests on specific fields of mathematics can be taken.) Results of the college GED tests may: (1) help colleges determine whether or not credit will be given. (2) help college officials, the I & E Officer, and U.S.A.F.I. in advising the service man about the Armed Forces civilian type education program, (3) give any future employer or potential employer an accurate picture of the service man's actual learning, (4) qualify him educationally for military promotions or assignments requiring one year of college.

U.S.A.F.I. also offers subject examinations in high school subjects and about

ERNEST L. DE ALTON, Special Representative for the North Central Region, is chairman of the department of agricultural education at the North Dakota Agricultural College. He is also the State Supervisor of agricultural education. North Dakota is one of the few

states in which teacher training and supervision of the program centers in one office. Mr. DeAlton came to North Dakota in 1936, as assistant professor and assistant state supervisor. In January, 1939, he was named professor and state supervisor of agricultural education. He is a graduate of the Montana State College and taught vocational agriculture in that state. He received his Master's degree from Iowa State College.

During the war years he directed the Food Production War Training Program in North Dakota and has the supervision of the Institutional On-Farm Training Program in the state in addition to his other duties. He replaces Dr. B. C. Lawson on the Editing-Managing Board of the *Magazine*.

35 college courses. Records are kept of the scores, and they are available to be used for military records, civilian schools, or future employers on request.

Tests known as the "2 CX" are designed specifically for service men who are trying to qualify for military appointments requiring two years of college, but who have had less than that much formal college education. Passage of the 2 CX tests in current social problems, history and social studies, literature, science, fine arts, and mathematics will satisfy the requirement.

Armed Forces Technical Schools: All of the educational programs we have discussed thus far have been of the off duty, civilian type. In addition to these programs each of the Services has its own technical schools to train men for particular jobs.

Frequently, completion of courses in these schools can be combined with off-duty training in civilian type courses to attain the individual's educational objective. A radar specialist, for example, can combine knowledge and credit gained at a radar technical school with college courses under the other programs we have discussed. Through careful planning, he may use both types of training to increase his educational standing.

We now see that the educational needs of almost any individual can be at least partially met by one or more of the programs that are offered to the service man. A full educational program may be established, no matter what the areas of interests and needs. Johnny is not so unfortunate, from an educational standpoint, because he has been inducted into the Service. It is all up to Johnny now. □

Factors hindering—**Out-of-School classes in Nebraska*****Are reported by**

JOHN J. HEITZ, Vo-Ag Instructor, Schuyler, Nebraska



John J. Heitz

FOR several years, teachers and supervisors of Vocational Agriculture in Nebraska have felt that the out-of-school program was one of Nebraska's weak points. Since 1946 our enrollment in out-of-school classes has been about 600, while our day school enrollment has been about 5000.

The author attempted to establish which factors were hindering our out-of-school program. A questionnaire was prepared and sent to every Vocational Agriculture teacher in the state during the school year 1951-52. From the answers to those questions certain factors were established as hindering the out-of-school program in the state.

Factors which seem to have little or no effect on whether an out-of-school class is taught in a particular school are: age of instructors, years taught Vocational Agriculture, schools from which instructors have received degrees, facilities of the local school, and reimbursement.

The number enrolled in the day school classes is one factor which seems to have a slight affect on whether or not an out-of-school class is taught. The average day school enrollment in departments with out-of-school classes was 36 and in those with no out-of-school classes was 39.

There were several factors which seem to have a definite effect on whether or not an out-of-school class will be taught. A brief discussion of each of these factors follows.

Instructor's Personal Likes

It was found that when instructors preferred to teach adults many more classes were held. However, it was found that the instructors personal likes were influenced by his experiences. Many of the instructors who had never taught an out-of-school class didn't know which they preferred. The teaching of an out-of-school class convinced several instructors that they preferred them to day classes.

Professional Preparation

Nearly half of the men who had Master's degrees taught out-of-school classes while only about one-fourth of the instructors in the state had out-of-school classes.

*Unpublished Master's thesis, University of Nebraska, Lincoln, Nebraska, 1953.

Arrange for, plan and—**Use home-farm visits
in Teaching Adults**J. L. ADDERHOLD, Vo-Ag Instructor,
Dothan, Alabama

J. L. Adderhold

THE most effective teaching in so far as adults are concerned can be done on the farm. Here the teacher will find the problems confronting the farmer and here is the best place to help him solve these problems. It has been my experience that most of the men who attend regular adult classes will ask for help on the farm.

Most farmers need help in solving their individual problems. Additional operative skills need to be developed and additional information needs to be obtained in order for the farmer to make wise decisions. As many as possible of these operative jobs should be taught and managerial decisions reached through class instruction. But there is a definite place for the individual farm visit in teaching adults. Frequently there are several farmers within the class who have similar interests or problems with whom the teacher may conduct special follow-up meetings. The field trip is often a good teaching device for these small groups.

The individual farm visit is a time consuming method of instruction but the follow-up of the class instruction by a visit to the farm or the teaching of a job on the farm is an effective way of getting the instruction carried to the doing stage.

It is as important to have a well-planned visit to the farm as it is to have a well-planned lesson for the class. The teacher should know what he is going to do before he arrives at the farm. The farm is often an ideal place for teaching since materials and facilities are available for giving a demonstration or teaching a skill.

Listed below are some of the methods a teacher may use in arranging farm visits:

- Visits are arranged at a regular meeting of the adult class.
- All-day boys often bring a request for help on the farm.
- A telephone call or a letter from the farmer asking for help.
- Visits planned by the teacher as a follow-up of group instruction.

A teacher to be successful with individual instruction on the farm must know his community, his farmers, his subject matter and have the respect and confidence of the farmers. □

**Shop and Classroom
facilities will be stressed
in the January issue**

Supervised farming --

(Continued from Page 128)

experiences reported by other farmers in the classes. Another important source, reported by farmers, was the teacher through his contributions to discussions and his visits to the farms. Some form of visual approach (such as movies, charts, slide-films, field trips, or tours) was frequently mentioned as a source of ideas. Readings suggested in class and independent readings were another source of ideas of considerable importance.

Visits made to their farms by the teacher were frequently mentioned by farmers as a source of ideas and as a way in which the teacher helped in the adoption of practices and in other changes in the farming operations. The farmers indicated that the chief contributions of the teacher during these visits were (1) assisted the farmer to solve problems, (2) provided instruction on performing practices, (3) helped farmers to evaluate practices, (4) provided suggestions and information, and (5) helped farmers to develop plans.

Some Implications and Suggestions

1. From this study, it was found that farmers usually are able to identify readily the changes made or planned in their farming operations as the result of instruction received in adult-farmer classes. The changes thus reported by farmers interviewed in this study are suggestive of some of the feasible types of supervised farming activities which may be developed with adult farmers. The particular kinds of supervised farming which each farmer may be expected to develop will depend on the nature of the particular course in which he is enrolled, with due consideration to his individual farming situation and to his interests and goals.

2. Farmers are able to indicate quite specifically the features of adult-farmer classes which lead them to make changes in their farming operations. In general, these farmers indicated that informal methods of group instruction were most effective in securing carry-over of instruction to their farms. These and other findings of this study point to the fact that good methods of providing motivation and of communicating ideas are involved in instruction that leads to action by the farmers.

3. We should be less casual and more dynamic in developing supervised farming activities with adult farmers. If good methods of instruction are used, farmers are prepared to undertake definite changes in their farming operations.

4. With the stress placed by farmers on the value of informal methods of instruction and on the importance of visits by the instructor to their farms, there is an implied need for restricting enrollments sufficiently to make possible the effective use of these procedures.

5. The focal point of effective instruction for adult farmers should be the development of abilities needed for improved farming and farm living. Since these are developed most effectively through a process of "learning by doing," the contemplated changes in farming and

...Tips That Work...**Why Not Put It in Writing?**

How often, have you as an agriculture teacher been guilty of making an agreement and not putting it in writing? You trusted to your memory which is already taxed to its capacity. Yes, I am sure all of you have had the experience. Why not do something about it?

We are often approached by well meaning farmers who wish to start a chain project, or perhaps someone who wants to start a Future Farmer boy with some livestock on a share basis. Maybe it is a crop project on shares or it could be any number of different propositions. Whatever it is, it should be put into writing.

Two simple cases will illustrate the point. One situation involved a boy who had purchased some feeder steers. The boy's agreement with the cattle-man was to pay him for the weight of the animals at the start of the feeding period at the rate which the steers sold for when finished. In other words, the boy did not put up any money and was feeding the steers for the gain. The cattle-man made up a simple "Bill of Sale and Note." The boy, his father, and the seller signed it. The witnesses included the ranch foreman and the vocational agricultural teacher.

Another situation came up where a man was moving from one ranch to a smaller one and had a small flock of sheep which he wanted to put out on shares. The sheepman, the two boys who went into partnership to care for the sheep, and the agriculture teacher worked up a simple contract to cover all the points that were considered important by the parties concerned.

These are both simple instances to illustrate what might be done to cover specific situations. The important thing is to talk over the situation with the parties involved, discuss the contract, and then put it into writing. *WHY?*

1. It protects you from forgetting all the details. YOU have them in writing.
2. The ADULT likes the business like approach of the written agreement.

farm living should be identified early in a particular course. When a course is selected and offered, the nature of it should imply the kinds of farming activities which will be involved. Farmers who enroll should understand that they do so with the intention of making changes in farming which are related to the instruction provided.

6. Farmers should be encouraged and guided to formulate goals, appropriate for their situations, stated in terms of improved efficiency and increased returns for the phases of farming under consideration. These goals, if achieved through sound educational procedures, reflect the development of appropriate abilities and other types of individual growth. □

3. It shows in writing where the BOYS' responsibilities are and makes THEM aware of the importance of THEIR obligations.
4. It serves as a reference to ALL parties concerned should any questions come up.
5. It can be used to help formulate and develop contracts to meet other situations.
6. It teaches respect of the rights and property of those involved.
7. It is often a good classroom reference as it meets a specific situation or a problem of a boy in class.

W. R. NORTON,
VoAg Instructor,
Anderson, Calif.

Locating Farm Equipment for Shop Practice

In order to assist in providing opportunity for practical experiences in our Farm Shop, our FFA Chapter contributes funds from its treasury to buy several corn planters, grain drills and fertilizer spreaders at farm sales during the summer. These are brought into the shop for overhauling, replacement of broken parts, painting, converting to tractor drawn hitches and then sale to local farmers. We have made nice profits in the process. Tractors have proved to be especially profitable. Normally on planters and drills we keep up a supply by requiring a trade-in of an old one as part of our sales.

We have found that this practice of having farm equipment in the shop at all times is "catching" among the students. When we begin working on a grain drill, for example, it isn't long until several boys start bringing in their own drills for reconditioning.

C. M. KROECK,
VoAg Instructor,
California, Missouri.

The Cover Picture

The officers of the Young Farmer Association in Utah are pictured on the cover page. The picture was taken at the time of the annual State Young Farmer Convention. Vocational agriculture has a very real service to offer young farmers whose needs and opportunities are so apparent and real. Utah has placed a considerable emphasis upon this phase of its State vocational agricultural program.

The inscription on the banner of the Utah Association is worthy of notice. There is a stimulating influence in having a motto indicating implied objectives for an organization whether it be state-wide or local. A sense of loyalty, cohesiveness, interest, and responsibility are promoted thereby. You might try this idea in your own out-of-school group. □



Stories in pictures



Follow-up visits such as this one being made by A. W. Parker, Vo-Ag teacher at Littleton, N. C., are what keep out-of-school class members enrolled in the program. Photo—Courtesy of J. K. Coggins



This young man is learning to use a farm level. C. Hill, the teacher at Midway school in North Carolina, recognizes that such instruction cannot be complete in the classroom. Photo—Courtesy of J. K. Compton.



Good dairy judging cannot be learned entirely from a book. H. G. Rylander, vocational agriculture teacher of Denton, Texas High School, points out to his students that finer points must be learned on live specimens.



There is no more effective instruction than that which takes place on the farm. G. A. McClenney of Lucama, N. C., visits a pupil who has his purebred gilts on permanent pasture. Photo—Courtesy of J. K. Coggins.

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